

Ohio's SLO Process

How do SLOs fit into the evaluation system?

- Teacher evaluations are composed of two evenly weighted measures: professional practice and student growth. SLOs fit under the student growth component of the evaluation. SLOs are considered a local education agency (LEA) measure and can be used with all teachers except those working exclusively in grades and subjects with value-added measures. Shared attribution is another locally selected measure that can be used for teachers without a value-added report.

Who creates SLOs?

- Districts determine who must create SLOs through their district evaluation plan.
- Ohio Department of Education (ODE) encourages districts to use SLOs with teachers working in grades and subjects where value-added scores and vendor assessment scores are not available.
- ODE encourages SLOs developed by teacher teams; however, the district may decide whether the teacher, teacher team, or district sets the growth targets.

How many SLOs do teachers create?

- ODE requires that any teacher using SLOs write two SLOs, but it recommends that teachers create between two and four SLOs.
- Districts can provide additional guidance/requirements regarding how many SLOs teachers must set.

What assessments are used in the SLOs?

- ODE ranks assessment types based on the likelihood of their alignment to standards, stretch, validity, and reliability. The order of assessment rankings are as follows:
 - State assessment items in proportion to the content specified in the SLO
 - Commercially available assessments
 - District- or team-created assessments
 - Teacher-created assessments
- ODE encourages teachers to use the highest ranking assessment
- ODE strongly discourages use of teacher-created assessments except in rare cases where the teacher must create an assessment that is unique to his or her classroom. When this occurs, the assessment may be created by the individual teacher but must be reviewed

and vetted by an administrator, assessment expert, a special educator, an English language learner specialist, and/or a content team member.

- ODE created the checklist, *Guidance for Selecting Appropriate Assessments*, to support districts and teachers in selecting appropriate assessments. It also provides a module on assessments in its SLO training sequence.

Guidance for Selecting Appropriate Assessments

Alignment to Standards:			
<i>Is the Learning Objective clearly reflected in the assessment measure?</i>			
Yes	Somewhat	No	
			All items in the assessment align to the standard(s) addressed in the SLO.
			The assessment measure addresses the full range of topics and skills included in the SLO.
			The focus of the assessment mirrors the focus of the curriculum and standards.
			The items or task match the full range of cognitive thinking required during the course.
			The assessment requires students to engage in higher order thinking where appropriate.
Comments:			
Stretch:			
<i>Will all students be able to demonstrate growth on this assessment?</i>			
Yes	Somewhat	No	
			The test includes items that cover prerequisite knowledge and skills from prior years and appropriate, content-relevant items that will challenge the highest performing students.
			Test items cover knowledge and skills that will be of value beyond the school year.
Comments:			
Validity and Reliability:			
<i>Is the assessment measure a valid and reliable tool for the intended purpose?</i>			
Yes	Somewhat	No	
			The assessment does not include overly complex vocabulary.
			Items or tasks are written clearly and concisely.
			Clear scoring rubrics or guidance exists for open-ended questions or performance-based assessments.
			The teacher has a plan for administering assessments consistently across classes.
Comments:			

Source: <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=131878>.

How are SLOs scored?

- An SLO final score represents the percentage of students that met their growth targets.
- The percentage of students that met the growth target then falls within a range that corresponds to one of five descriptive and numerical ratings.
- This approach provides districts a streamlined process improves efficiency and fairness. It is the responsibility of the teacher to organize and present evidence to the evaluator or local committee. The following is a table that outlines the percentages and performance rating for SLOs.

SLO Scoring Matrix

Percentage of Students That Met or Exceeded Growth Target	Descriptive Rating	Numerical Rating
90–100	Most Effective	5
80–89	Above Average	4
70–79	Average	3
60–69	Approaching Average	2
59 or less	Least Effective	1

Source: <http://www.ode.state.oh.us/GD/DocumentManagement/DocumentDownload.aspx?DocumentID=143173>